



Rowan Reinforcement Record

Center for Behavior Analysis Newsletter

Faculty Spotlight

Welcoming our new faculty member, Dr. Jennifer Wade...

Jennifer A. Wade, PhD, received her degree in Psychology with a specialization in Behavior Analysis from Temple University. Her beginning work was in basic research conducted in an experimental laboratory with pigeons. Early experiences included researching questions pertaining to the operant-responder distinction and persistent preference as supported by a Howard Hughes Bio-Medical Grant. Past experience has also included teaching social skills to typically developing preschoolers with an emphasis upon both speaker and listener repertoires, working with individuals diagnosed with autism, and studying staff behavior in publically funded school classrooms as supported by an Autism Organization for Research Grant.

Most recently, Jennifer's research has explored verbal behavior in flirtation and short-term mate selection. Projects have included gathering self-report data from college populations on flirtation, working with local speed-dating agencies, and conducting researcher sponsored speed-dating and online dating studies. More generally, Jennifer's interests pertain to inter-disciplinary/ translational research and the use of verbal behavior (in particular, autoclitics) in persuasion as relevant to anything from flirtation to health behavior to staff adherence/ competence in implementing behavioral interventions. Her interest in interdisciplinary perspectives has also contributed to plans to consider the role of verbal behavior in subcultures and speaking at a panel discussion on Multicultural Issues in Applied Behavior Analysis at the upcoming annual Association for Behavior Analysis International Conference. Jennifer's interests have led to mentoring undergraduate and graduate students interested in both behavior analysis and social psychology.



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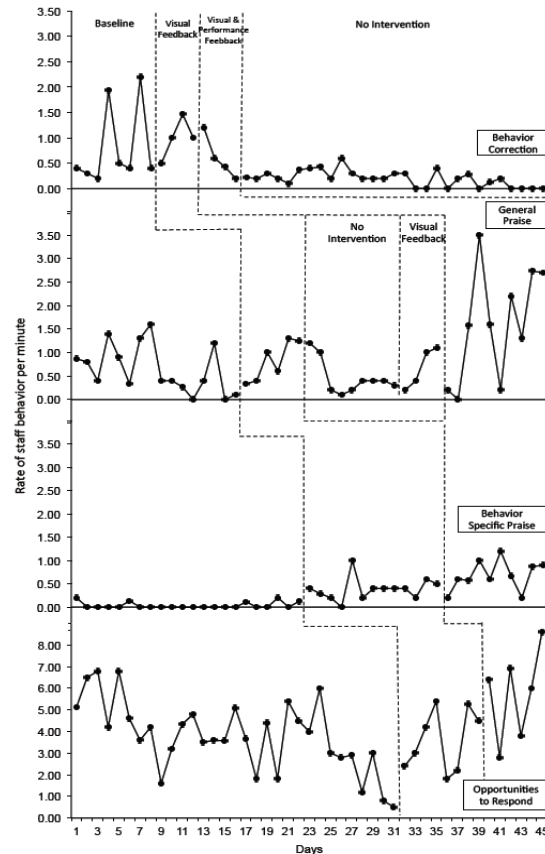
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Graduate Student Research

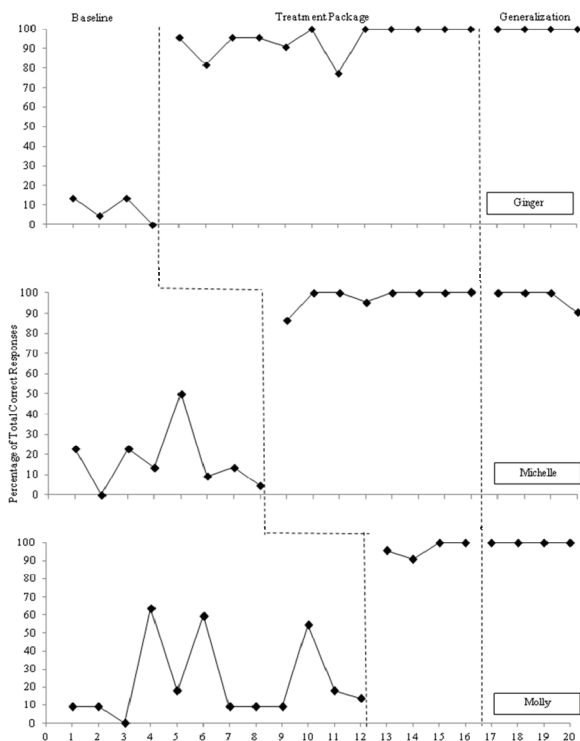
Carley Mason

This study examined the effects of performance feedback as a staff training intervention to improve the teaching behaviors of paraprofessionals in a secondary classroom for students with multiple disabilities. Four empirically validated classroom management behaviors used to increase on-task behaviors of students were targeted using a multiple-baseline-across-behaviors design. Momentary time sampling was used to measure the on-task behavior of students as a collateral intervention outcome. The intervention included two sequential phases: Phase 1 consisted of *visual feedback* alone in the form of staff behavior definitions and graphical displays of staff performance, and Phase 2 was an *abbreviated performance feedback* condition with the same visual feedback as in Phase 1 and a specific verbal feedback component that included verbal clarification of expected staff behaviors and verbal direction (i.e., praise and corrective statements) individual to each staff's performance. Results indicate that the abbreviated performance feedback condition was an effective training method for improving the teaching behaviors of one of the two paraprofessional participants. Visual feedback alone was less effective with varying results across behaviors and participants. As hypothesized, the on-task behavior of students improved when staff performance improved. The benefits of using performance feedback as a staff training method for paraprofessionals within the classroom setting are discussed as well as collateral effects on the on-task behaviors of students.



Maggie

Katie Chamberlin



Functional analysis methodology has been critiqued because the precision required when implementing these procedures often poses problems for treatment integrity. Few studies have evaluated training procedures across all experimental functional analysis conditions and if the skills learned will generalize to actual clients who emit severe problem behavior. This study evaluated the effects of a training package on the correct staff implementation of antecedent and consequent events in a functional analysis. Three newly hired direct care staff within a residential treatment facility with no functional analysis or applied analytic training served as participants. The participants' performance was assessed during a scripted role-play in which they acted as the therapist and a graduate student acted as the client by emitting disruptive behavior. Prior to baseline, the participants reviewed a brief session description for five minutes and were instructed to conduct a randomly chosen condition. A multiple baseline design was utilized to assess the effects of the training package which included a PowerPoint presentation with modeling, a multiple choice and scenario quiz, and performance feedback. Results demonstrated that participants' immediately increased correct responses to a criterion of all four conditions at 90% or higher. Generalization was also assessed and the results indicated that the skills learned were also generalized to an actual client in the facility.

Graduate Student Advising

Spring 2013

CRN	Course No	Title	Prof	Day & Time	Program
22660	PSY 02600	ABC's of ABA	West	Monday 4:45	COGS in ASD
22659	PSY 02520	Social Skills	Wade	Tuesday 4:45	COGS in ASD & MA in ABA
21425	PSY 02510	Research Methods in ABA	Raiff	Monday 4:45	CAGS & M.A
22658	PSY 02510	Research Methods in ABA	Raiff	Tuesday 4:45	CAGS & M.A
TBD	PSY 02510	Research Methods in ABA	Vorndran	Tuesday 3:30-Bancroft	CAGS & M.A
TBD	PSY 02680	Advanced Practice in ABA	Kettering	Thursday 4:45-Bancroft	CAGS & M.A
21791	PSY 02610	Applied Behavior Analysis	Soreth	Monday 4:45	CAGS & M.A
22420	PSY 02610	Applied Behavior Analysis	Soreth	Tuesday 4:45	CAGS & M.A
21231	PSY 01660	Practicum in ABA	Soreth	Tuesday 7:45	M.A in ABA
21690	PSY 02661	Special Topics in ABA	Concors	Monday 4:45	M.A in ABA
20485	PSY 03624	Psychopathology of Childhood	Dihoff	Wednesday 7:25	M.A. in ABA

ADVISEMENT

All declared majors in the Child Behavior Specialization have a faculty advisor. If you do not know who your advisor is you can find out by either going online to GRAD (your advisor will be listed on your worksheet) or you can stop into the Psych Dept and ask the student worker to look it up for you. While you are in the office you can also find out when his/her office hours are. Please keep in mind that your advisor is a faculty member who is also teaching classes, conducting research, serving on university committees, etc. so he/she may not be available to see you immediately – this is why faculty have office hours.

Registration: Spring 2013 Both Graduates & Undergraduate

Registration begins: Monday, October 15, 2012

Grad and Cert students: October 15 through the first week of classes

Non-Matric UG: Monday, November 19

10/15 - 10/21 Seniors

10/22 - 10/28 Juniors & Seniors

10/29 - 11/4 Sophomores, Juniors & Seniors

11/5 - 11/11 Frosh, Sophs, Juniors & Seniors

Undergraduate Student Advising

CRN	Course Number	Title	Instructor	Day & Time	Program
21992	PSY 01424	Professional Issues in ABA	Wade	Monday 4:45-7:15	Specializ & Post-Bac
21790	PSY 01316	Behavior Assessment & Measmt	Fetherston	Monday 4:45-7:15	Specializ & Post-Bac
20836	PSY 02310	Learning and Behavior	Wade	TR 3:15	Specializ & Post-Bac
21347	PSY 01316	Learning and Behavior	Piscareta	T 4:45-7:15	Specializ & Post-Bac
20483	PSY 02305	Applied Behavior Analysis	Wilson	R 4:45-7:15	Specializ & Post-Bac
21116	PSY09305 1	Developmental Psychopathology	Cahill	MW 12:15-1:30	Specialization
20508	PSY09305 2	Developmental Psychopathology	Staff	W 4:45-7:15	Specialization

RU Ready to Graduate?

Submission of an Application for Graduation is a **requirement** for degree conferral. Students must review their GRAD (Graduation Requirements Advising Database) report or transcript through Student Self Service Banner, **and** meet with their advisor for approval to proceed. Failure to do so may result in inadequate preparation of degree requirements, leading to the rejection of the graduation application. Rejected applicants must reapply for graduation, and resubmit the processing fee when they have fulfilled the requirements. Students apply online through Self Service Banner, under the Student Menu, by clicking on the "Apply to Graduate" link. If there are any issues while filling out the application, please email our [Graduation Coordinator](mailto:GraduationCoordinator@rowan.edu) at GraduationCoordinator@rowan.edu. The application only takes a few moments to fill out, and the student will see an acknowledgement after they apply, which should be printed and kept for their records. There is a non-refundable processing fee of \$65, payable to Rowan University each time an application is submitted. There is also an extended application deadline which will be assessed an additional \$45.00 processing fee. **Applications are NOT accepted after the extended deadline dates.**

Graduate Application Deadlines

<u>Term</u>	<u>Regular Deadlines</u>	<u>Late Rate Deadlines</u>
Spring 2013	10/1/12-12/31/12	1/1/13-1/31/13
Summer 2013	2/1/13-3/31/13	4/1/13-6/30/13
Walking Form		2/1/13-3/15/13

Advising for CAGS in ABA

Students in the CAGS in ABA need to formally apply for Completion of the Certificate Program using the Application for Completion of Graduate Certificate Program form on Registrar's website.

<http://www.rowan.edu/provost/registrar/forms/Cert%20Completion%20Form.doc>

Please note if you want a formal certificate for framing, you will need to pay additional money.

ABA Club

The ABA club is an SGA chartered undergraduate club for students interested in using Applied Behavior Analysis to solve problems of human concern, including improving the lives of children with special needs. The ABA club has a variety of great events in the planning stages for the 2012-2013 academic year. In early September the club raised \$500 in donations for participation in Walk Now for Autism Speaks: Philadelphia. Autism Speaks is dedicated to funding research examining the causes, prevention, and treatments for autism, increasing awareness of autism spectrum disorders, and advocating for the needs of individuals with autism and their families. ABA Club hopes to continue the Light it up Blue Events that were started last spring in conjunction with the Academic Success Center and the Student Council for Exceptional Children. Light it up Blue is a world-wide event through Autism Speaks that serves to spread autism awareness by lighting up large, important buildings with blue light. Last year the Campbell Library, Bunce Hall, the greenhouse, and the South Jersey Technology Park were all lit blue for the first week in April, and a walk was hosted around Education Hall to raise awareness of autism on Rowan's campus. ABA Club will also be increasing fundraising efforts this year. ABA Club t-shirts will be for sale at the end of the fall semester. We will also be holding a fundraiser at Adelphia's in Deptford, NJ on Monday March 25. Details on ticket sales will be released in the spring.

In an attempt to increase membership as well as educate current members on career paths, service opportunities, and the field of ABA in general, speakers have become a staple of our meetings. Last year we had presentations by a school psychologist, the State Director of Behavioral Services at Devereux, NJ, the Owner and Director of Partners in Learning, and an interactive lesson in the Picture Exchange Communication System (PECS). This year we look forward to hearing from individuals directly affected by cognitive and developmental disabilities, about the ABA research Rowan professors are working on right now, and graduate school options in applied behavior analysis and related fields.

In general, ABA club is becoming a larger presence in the Psychology Department with both professors and students. For up to the minute information on the club, please visit our Facebook page @ <http://www.facebook.com/groups/RowanABA/>

Are you looking for a job?

For internship and employment opportunities in Applied Behavior Analysis, please see the Employment subpage under "Students & Alumni" section of Rowan's Center for Behavior Analysis website.

www.rowan.edu/abacenter

ABA Club Executive Board 2012-2013

Advisor: Dr. Michelle Soreth
President: Danielle Smith (Senior)
Vice President: Melissa Charfadi (Senior)
Secretary: Jennifer Besthoff (Senior)
Senator: Ben Silverman (Senior)
Treasurer: Meghan MacQueen (Senior)
Public Relations Coordinator: Janette Lawrence (Senior)

Professional Organizations & Upcoming Conferences

Continuing Education Workshops

Pediatric Feeding Disorders

MaryLou Kerwin, Ph.D., BCBA-D

October 25, 2012 6-7:30 pm Education Hall 3114

Have you ever worked with a child who eats only white foods or who seems to gag all the time? Then, this workshop is for you. This workshop will start with a review of the basic mechanics of eating and the factors that can positively and negatively influence eating behavior. The second part of the workshop will involve a methodology for assessment of feeding problems and a plan for treatment based on the results of the assessment.

Learning Objectives

- Participants will be able to conceptualize the feeding process and identify factors that influence feeding
- Participants will know how to effectively assess the underlying cause and function of pediatric feeding problems.
- Participants will learn how to create treatment plans matched to the results of

Best Practices in Supervision

Philip L. Concors, M.Sc.Ed., BCBA

November 8, 2012 6-7:30 pm Education Hall 3114

Do you supervise students working on their experience hours for the BCBA? Are you being supervised by a BCBA? This workshop will present best practices in supervision including how to establish a written plan for supervision, how to document supervision, how to assess competency of your supervisees, and how to provide feedback that effectively changes the behavior and skill of the supervisee.

Learning Objectives

- Participants will learn how to write and monitor a plan for supervision.
- Participants will learn how to assess the competency of their supervisees.
- Participants will know how to effectively provide feedback and teach their supervisees necessary skills to be competent behavior analysts

ABA & Insurance

Kathy McCabe-Odri, Ed.D., BCBA-D

December 6, 2012 6-7:30 pm Education Hall 3114

New Jersey allows insurance companies to pay for the treatment of autism. The purpose of this workshop is to review the laws in NJ regarding payment for treatment of autism, learn about how to apply to insurance companies to become a treatment provider, and know the policies and procedures involved in billing insurance for services provided to individuals with autism.

Learning Objectives

- Participants will know the NJ laws regarding insurance and autism.
- Participants will learn how to apply to become an approved provider of services.
- Participants will understand the legal requirements and policies and procedures involved in billing insurance for services.

The cost for each workshop is \$20 for non-students; Students are free
To Register: Email the Center for Behavior Analysis at abacenter@rowan.edu

BACB News

The Board of Directors of the Behavior Analyst Certification Board® ("BACB®") has authorized the development of a new professional credentialing program for behavioral technicians, the front-line staff who implement behavior plans. The number of behavioral technicians has grown along with the demand for quality behavior-analytic services. This growth, along with requests to identify and evaluate standards for behavioral technicians by regulatory and funding stakeholders, firmly establishes the need for a new credential. The RBT™ credential will complement the BCBA-D™, BCBA®, and BCaBA® credentials as an entry-level program that reflects the education and training necessary for the duties of a behavioral technician. The process for developing the behavioral technician credential will involve a large-scale survey, a meeting of subject matter experts, and additional input from key stakeholders. Requirements for the new credential will then be submitted to the BACB Board of Directors for final input and approval before being disseminated to the field along with an implementation timeline. For further clarification and questions you are encouraged to contact the BACB. <http://www.bacb.com>

